



## DDN Sessions for Consolidated Application

April 10, 2006  
April 11, 2006  
April 19, 2006  
April 20, 2006




## General Narrative




## Vision

- Information on where you are at and where you want to be




## Dissemination of Reports

- Question 2 – Assessment Reports (includes all students tested)
  - All applicable sub-groups (all students, ethnicity, students with disabilities, LEP, economically disadvantaged)
  - Information will be made available on State's website (<http://doe.sd.gov/octa/assessment/dakSTEP/index.asp>)
  - Made available to ALL stakeholders



## Dissemination of Reports

- Question 3 – accountability reports (NCLB report)
  - District and school reports
  - All applicable sub-groups (all students, ethnicity, students with disabilities, LEP, economically disadvantaged)
  - Participation, attendance, & graduation rate
  - Classes not taught by Highly Qualified Teacher
  - District & School Improvement information
  - Available to all stakeholders



## Performance Goal 4

- Address how you are providing learning environments that are safe, drug free, & conducive to learning



## Equitable access

- Address the six barriers
- GEPA 427 – will be located in the library



## Complaint policy

- Briefly describe policy
- How disseminated to the public



## Private schools in district

- Explain timely and meaningful consultation
- Mail in copy of signed forms
- Forms will be found in library or on state's website
  - <http://doe.sd.gov/ofm/grants/LEAapp/index.asp>



## Needs Assessment



## Needs Assessment

- List Consolidated App members and positions
- The process used to evaluate the consolidated application
- How staff, parents & community are involved in the design of the consolidated application



## Needs Assessment

- Check the data used in the Needs Assessment process
- Describe your needs assessment process
  - Student achievement data
  - Programs and structure data
  - Family & community data
  - Professional practices data



## Strengths & Weakness

- List your strengths & weaknesses
- Prioritize those you will be working with for the coming year



## Goals & Objectives

- Goals are the 5 NCLB Performance Goals that the state has adopted (we have actually made them into 6 – split the first one into a reading/language arts goal and a math goal)
- Goals are linked to your needs
- These are district level goals
- Objectives must be measurable



## May Training

### May 4, 2006

- SES/Choice Letters – School Improvement – [Beth Schiltz](#)
- Title III – [Steph Lebeda](#)
- Title I Part C – Migrant – [Jerry Meendering](#)
- Title I Part D – Neglected or Delinquent – [Laura Johnson-Frame](#)



## Title II A – Class-size Reduction

### Class-Size Reduction

- F-16. What are some ways in which LEAs may use highly qualified teachers hired with Title II, Part A funds to reduce class size?
  - LEAs may reduce class sizes by creating additional classes in a particular grade or subject and placing highly qualified teachers hired with program funds in those classes. However, because of space constraints and other concerns, this is not always feasible. There are other methods of reducing class size that are effective in assisting students in increasing their level of achievement. For instance, the benefits of smaller class size can be provided by the creation of smaller instructional groups served by highly qualified teachers for sustained blocks of time on a regular basis. Some examples of how LEAs might use this approach to reduce class size include but are not limited to:
    - 1. Having two highly qualified teachers team teach in a single classroom for either part of the school day or the entire day.
    - 2. Hiring an additional highly qualified teacher for a grade level (e.g., providing three teachers for two 3rd grade classes) and dividing the students among the teachers for sustained periods of instruction each day in core academic subjects, such as reading and math.
    - 3. Hiring an additional highly qualified teacher who works with half the students in a class for reading or math instruction, while the other half remains with the regular classroom teacher.
  - LEAs have the flexibility to explore these and other alternatives for reducing class sizes, provided that highly qualified teachers are used. Generally, the manner in which LEAs reduce class size should result in a meaningful reduction for all of the students in the class on a regular basis. Research shows that "pull-out" programs involving reducing class size by only a handful of students, or sporadic reduction of class size, are less likely than other methods of class-size reduction to result in increased achievement for students.



## Contacts

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